	GRADE LEVEL EX	PECTATIONS FOR	THE SEVEN ESS	ENTIAL UNDERST	ANDINGS REGAR	DING MONTANA II	NDIANS	
Pre-K/Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
Benchmark 4.2								
1 Retell Stories.								
(EU 3, 6)								
Benchmark 4.1,2,3								
2 Engage in convers-								
ation using develop-								
mentally appropriate								
vocabulary about								
familiar surroundings								
and events. (EU 6)								
KINDERGARTEN								
Benchmark 4.3,6	Benchmark 4.3,6	Benchmark 4.2,4	Benchmark 4.1,2,4	Benchmark 4.1,2,4	Benchmark 4.1,2,4	Benchmark 4.1,2,4	Benchmark 8.1	
1 Identify how families	1 Identify own mem-	Compare histories	1. Understand that	1. Understand that	1. Understand that	1. Understand that	1.Compare and illus-	
are different. (EU 1)	bership in a family,	as told by ethnic	beliefs continue	beliefs continue	beliefs continue	beliefs continue	trate ways various	
	group, team and an	groups. (EU 1)	today, as tribal	today, as tribal	today, as tribal	today, as tribal	groups (e.g., Montana tribes,	
	organization. (EU 1, 2)		cultures, traditons,	cultures, traditons,	cultures, traditons,	cultures, traditons,	ethnic communities)	
			and languages	and languages	and languages	and languages	meet needs and con-	
			remain as traditional	remain as traditional	remain as traditional	remain as traditional	cerns(e.g., self esteem	
			beliefs/ideas. (EU 3)	beliefs/ideas. (EU 3)	beliefs/ideas. (EU 3)	beliefs/ideas. (EU 3)	friendship, heritage)	
							and contribute to per-	
							al identity (tribal	
							membership and ident-	
							ity, blood quantum,	
							"lineages", family trees,	
							respect for others and	
							the land. (EU 1, 2, 3, 5, 6, 7)	
Benchmark 2,3,4	Benchmark 4.4	Benchmark 4.4	Benchmark 4.1,2,4	Benchmark 4.1.2.4,6	Benchmark 8.1	Benchmark 8.1	Benchmark 8.2	Benchmark 12.2
2. Identify the many	2. Identify the many	2. Identify the many	2.Recognize that	2.Recognize that	2.Recognize that	2.Recognize that	2.Explain and give ex-	1. Analyze human
cultures to which he/	cultures to which he/	cultures to which he/	cultures, traditions,	cultures, traditions,	cultures, traditions,	cultures, traditions,	amples of how human	experience and cul-
	she is exposed, through			and languages of	and languages of	and languages of	expression contributes	tural expression (e.g.,
materials/activities	materials/activities	materials/activities	Montana tribes	Montana tribes	Montana tribes	Montana tribes	to the development	language, literature,
experienced in learn-	experienced in learn-	experienced in learn-	form the base upon	and transmission of	arts, traditions, be-			
ing processes. (EU 1-7)	ing processes. (EU 1-7)	ing processes. (EU 1-7)	which tribal decisions	which tribal decisions	which tribal decisions	which tribal decisions	Montana Indian culture	liefs, spirituality, val-
			are made. (EU 1)	(oral history, literature,	ues, behavior) and			
							arts, tradionsbead and	create a product which
							quill work, symbols,	illustrates an integrated
							colors, geometric shapes	view as it relates to
							media-types,	Montana Indian culture.
							"Rendezvous" and	(EU 1-7)
							gatheringsPow Wows,	
							Medicine Wheel). (EU 1-7)	



Benchmarks 4.3,6 3 Identify differences	Benchmark 4.1-6							
3 Identify differences								
3 Identify differences		Danahmank 4.4.C	Damah manik 4.C	Damah manula 4.4.4.C	Damah manla 0.4	Danahmank 0.4	Dan alemante O C	Damah manik 40 F
		Benchmark 4.1-6	Benchmark 4.6	Benchmark 4.1.4,6	Benchmark 8.1	Benchmark 8.1	Benchmark 8.6	Benchmark 12.5
	3.Identify own ethnic	3.Identify own ethnic	3.Know that there	3.Identify aspects of	3. Undertand assimil-	3. Recognize that	3.Identify and describe	2. Analyze the conflicts
in groups of people.	heritage(s). (EU 2)	heritage(s). (EU 2)	are diverse	traditional lifestyles of Montana tribes,	ation is a process that	there is a continuum	stratification of individuals	resulting from cultural
(EU 2)			origin stories from Montana Indian tribes		has occurred at different levels for	of Indian identity,	within tribal groups (e.g.,	assimilation and cul-
							status, social class,	tural preservation among
			(EU 2)	family relationships	different Montana	ated to traditional,	acculturation) structure	various ethnic and
				that continue	tribes and individuals		of tribal hierarchy:	racial groups in Montana,
				today. (EU 2)	over a 150 year period		councils, elders, bands,	including American
					of time. (EU 2-6)		clans, strands, family;	Indians, the U.S., and
							corruption and problems	the world. (EU 5, 6)
							caused by new treaties,	
							agreements where some	
							benefited, others did	
							not. (EU 1, 2, 3, 6, 7)	
						Benchmarks 8.2,4	Benchmark 8.4	Benchmark 12.4
							4. Compare and illustrate	3.Evaluate how the
						trast the 12	unique characteristics	unique characteristics
						Montana tribes and	of Montana Indian tribes and	of Montana/American
						their histories and	other cultural groups in	Indian tribes and
						cultures with ancient	Montana. (EU 1-7)	other cultural groups
						civilizations. (EU 1)		have contributed to
								Montana history and con-
								temporary life (e.g.,
								legal and political
								relationships between
								and among tribal,
								state and federal
								government). (EU 1-7)
							Benchmark 8.3	Benchmark 12.6
							5.Identify and different-	4. Analyze the interac-
							iate ways regional,	tions of individuals,
							ethnic and national	groups, and institutions
							cultures influence daily	in society (e.g., social
							lives and personal	mobility, class conflict,
							choices. (e.g., role mod-	globalization), including
							els, elders, sports,etc.)	Montana Indian tribes.
							(EU 1, 2, 3, 5, 6, 7)	(EU 1-7)
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							Benchmark 8.5	Benchmark 12.3
							6. Explain the cultural	5. Analyze impacts of
							contributions of, and	ethnic, national, and
							tensions between, racial	global influences on
							and ethnic groups in	specific situations or
							Montana, the USA, and the	events. (EU 1-7)
							world. (e.g., contributions	
							of tensiontribe specific	

